DOCUMENT RESUME

ED 059 555 EC 041 322

TITLE Improving Reading Programs for Emotionally Handicapped Children. Proceedings Highlights of a Special Study Institute (Medina, New York, May 3-5, 1971).

INSTITUTION New York State Education Dept., Albany. Div. for Handicapped Children.; Orleans-Niagara County Board of Cooperative Educational Services, Medina, N.Y.

PUB DATE 71

NOTE 78p.

EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTORS Conference Reports; *Emotionally Disturbed; *Exceptional Child Education; Learning Disabilities; *Reading; Reading Ability; *Reading Diagnosis; *Reading Difficulty

ABSTRACT

Six speeches given at an institute on reading programs for emotionally handicapped children are presented. Jules Abrams first examines the relationship of emotional and personality maladjustments to reading difficulty. Then Clifford Kolson advocates the promotion of informal reading and the proper diagnosis of a child's reading level. A discussion of practical approaches for classroom instruction by Winton Buddington is based on the premise that the rate of practical application in the classroom is not tied to intelligence level or academic learning capacity. He advocates placing the child at the correct achievement and expectancy level, encouraging the child to learn at his own rate, and promoting both individual and paired learning. Motivation techniques covered briefly by William Davis are encouragement of a positive attitude in the child, teacher assessment of emotional problems, use of school crisis room, behavior modification, and development of better comprehension. The last paper by Joan Hyman and Gita Kornfeld focuses upon special strategy for high intensity learning based on the research finding that many reading problems result from improper teaching. (CB)

ED 059555

THE NEW YORK STATE EDUCATION DEPARTMENT
DIVISION FOR HANDICAPPED CHILDREN

Section for Emotionally Handicapped Children

MAR 7 1972

DIVISION OF GENERAL EDUCATION
Bureau of Reading Education

IN COOPERATION WITH THE ORLEANS - NIAGARA
BOARD OF COOPERATIVE EDUCATIONAL SERVICES (BOCES)

Present

PROCEEDINGS HIGHLIGHTS

A SPECIAL STUDY INSTITUTE

"Improving Reading Programs for Emotionally Handicapped Children"

May 3, 4 and 5, 1971

Apple Grove Inn Medina, New York

Special Studies Institute Funded through Section 301 P.L. 88-926, as amended U.S. Office of Education

EC 041 322E

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FOREWORD

This Special Study Institute is approximately a carbon copy of the Reading Special Study Institute the Section for Emotionally Handicapped Children co-sponsored with the Dutchess County Board of Cooperative Educational Services on October 5, 6 and 7, 1970. The enthusiastic participant reception to that Institute enabled us to repeat the Institute with a predestined assurance that it would be a success which, of course, it proved to be.

Despite this being essentially a repeat Institute, the Proceedings are entirely different from the Dutchess BOCES Institute. Both Proceedings complement each other to give the careful reader a greater dimension and awareness of the problems involved in teaching reading to emotionally handicapped children and youth.

Charles Matkowski

R. D. Sparks

Good evening ladies and gentlemen.

With all the expert talent in the room tonight, it would be rather foolish of me to attempt to put any particular focus on the objectives and goals of this program. Your keynoter will do a much better job, in this regard, than I would.

I do, however, want to indicate to you that I consider this venture very important as I look to it's probable impact on the educational processes in western New York. There are too many youngsters in our schools today that are burdened with problems in learning. Reading is, of course, the keystone to learning in our society and it appears extremely relevant that you will be addressing yourselves, during your sessions, to techniques that will concentrate on reading as one of the major vehicles leading to the solution of learning difficulties of children.

I sincerely wish that I could spend these next two days with you as a full-time participant. This isn't going to be possible. So I'll have to be reluctantly content in wishing you well in your deliberations over the next couple of days and indicating to you that our BOCES stands ready to help you in any way possible.

Thanks for letting me be with you.

Frances Morris

Good Evening: It is my pleasure to extend to you the welcome of the Bureau of Reading, State Education Department and to share sponsorship of the conference with the Division of Handicapped Children on the teaching of the emotionally disturbed.

Reading to us is the central core of the educative process in school and out. We expect that each child should have the opportunity to develop to his full potential.

I'm sure this conference will be informative and exciting for you. We have invited the best! and plan to keep it informal so that full exchange can take place.

We, in the Bureau, are in the process of preparing a new position paper on the teaching of reading. Some of the major thrusts should be of interest to you.

We are advocating greater individualization on the teaching of reading. Too long have we talked idly of individualization while we have kept students in the magical three groups, paced to the average student in that group. Often the only concession to individualization is the time factor that it takes the student to "get through the book."

Greater individualization means thorough diagnosis of the student's instructional needs. Teachers need be able to determine skills needs and prescribe specifically to those ends. Improved pre-service and in-service training will be necessary. Conferences such as this serve such a need.

Multiplicity of approaches to the teaching of reading is another of our goals. Studies have shown that there is on one best way to teach people to read. Selection of reading instruction should be determined, again, by the best method for that particular student. Teachers should develop the

technical skills which would allow them to design, select or modify an instructional plan.

You may also like to know that the Regents have enacted changes in the preparation of teachers. A minimum of six hours in the teaching of reading will be required for all persons seeking elementary certification effective January, 1972.

Safeguards will be built in to require the higher education institution to provide evidence that the student has demonstrated specific competency in the teaching of reading, not just finished a course requirement, which could be compared with the student's "going through a book." Education must become more relevant to student and teacher.

These items, I have mentioned; individualization, teacher training, multiplicity of approaches and others, such as continuous progress are vital to all children - - including the emotionally disturbed - - our particular interest today.

You are here because you have the interest and the desire to improve the education of your particular students. May the next few days be productive ones.

Thank you again.

Theodore Kurtz

On behalf of the State Education Department, the Division for Handicapped Children and Charles Matkowski (for whom I am substituting), I am happy to welcome you to this Special Study Institute. Each year, the Section for Emotionally Handicapped Children co-sponsors several of these short-term institutes and we are pleased to be able to be here cooperating with the Bureau of Reading Instruction and the Niagara-Orleans BOCES for the next two days. As you are aware, reading has been proclaimed by Commissioner Nyquist and the Board of Regents as one of the State Education Department's highest priorities. Many studies have shown that there is a significant correlation between emotionally handicaps and reading problems - which causes what and to what extent has been the subject of much study and research. It is not our intent during this brief conference to resolve that issue. I do hope that in the short time we have, we all can upgrade some of our skills so that each of us in turn can be more effective in our respective assignments.

A Beginning Teacher Survey conducted in 1968 indicated that in the elementary schools, fifty percent of the first year teachers with bachelor degrees had no specific preparation for teaching reading beyond the field of elementary or language arts methods courses. In the same survey, teachers were asked to indicate those areas in which they felt they lacked competence. Those areas most closely related to successful individualization of instruction were most frequently cited. Other surveys indicate quite clearly that there is no specific approach to teaching reading which has proven superior to all others. The variables most frequently listed as crucial to high achievement are teaching proficiency and the amount of time spent in learning to read. It would then perhaps follow that if we were

better teachers and spent more time teaching reading correctly, the problem, in general, could be significantly minimized. Another related problem is that reading achievement tests results are usually not relevant to the decisions teachers must make about individual students or the design that is necessary for the instructional program. We need to know now only what the child can and can not do, we have to know why he makes the mistakes he is making and we have to know what approaches may be best to use in each particular case.

Most of us are here this evening by choice. One of the greatest advantages of living in a democracy is the opportunity to exercise choice. However, to that extent which an individual is limited educationally he will also be limited in the number of choices he can make for himself. The individual in command of basic reading skills already can make certain choices. He can read what he finds of interest to him; he can meet the demands placed upon him by his school and he finds avenues open aesthetically, academically and vocationally which without the abilit y to read would be closed.

Our hope is that through conferences such as this, we can open doors.... doors which lead to better teaching. We know that for our emotionally handicapped students the best therapy yet devised is achieved by having a child involved in learning. That is what school is all about and that is what teachers are for. Our children are our purpose - and you the teachers are our real strength.

Jules Abrams

Psychologists and educators have long recognized that emotional and personality maladjustments occur in conjunction with reading difficulty. Much of the controversy in this area has raged around the "chicken or the egg" proposition over which is cause and which is effect. Probably one of the most difficult responsibilities of the educational diagnostician is the determination of the relative influence of psychogenic factors in the etiology of any reading disability. This is certainly not an empty charge! Upon the validity of this diagnosis will depend the choice of proper intervention. The youngster whose reading problems stem from unresolved unconscious conflicts will not respond to even the most competent corrective or remedial teaching, I don't care how good a teacher - even teachers aren't gods. Conversely the most empathic, intuitive therapist will not be successful with the child whose reading disability stems from causes that are not emotionally-based. At Hahnemann we train different disciplines to be aware of learning problems. Many children have been seen and been moved into better adjusted non-readers.

Over the years there have been many efforts to discover a kind of unique personality structure which differentiates the retarded reader from the achieving reader. These have been uniformly unsuccessful. My own experience has convinced me that there is a range of personality structures within a population of reading disabilities rather than any particular type of personality. It also appears that there is no single situation or personality maladjustment which can be isolated to explain the development of a reading disability as one of the child's neurotic symptoms. Some kids have terrible personal problems and are good readers. Thus, as in the diagnosis of all

learning disorders one must recognize that the problem is, in all probability, multiply determined. We have to look at the facts.

I am very fond of telling a story of myself; and I know that some of you have heard this story before, but you are going to hear it again. It is about how I was misled one time by a child.

My 5-year-old daughter awoke one evening, actually had not gone to sleep at all, and was crying that there were wolves under her bed. Now, with all my great sophistication as a psychologist, I recognized that a 5-year-old girl does have some normal developmental problems that would lead to these normal fears at this age. So, I decided to let her cry for awhile; but after 15 or 20 minutes, I could not tolerate it and I decided to go up and comfort her. I went back to her room where she was still crying; and I said to her, using the best psycho-analytic attitude approach that I could muster, "Nancy, you know that there are no wolves, you are upset. Maybe you are thinking about something that happened during the day or maybe you're worried about something. Maybe you did something that you are feeling very guilty about. And she looked up at me and said, "Daddy, please don't talk so much and look under the bed for the wolves."

In this I am going to discuss a few of the dynamic constellations which often characterize reading failure. The emphasis will be upon the pervasive quality of resistance to the reading or learning process. In these youngsters, symbolically the ability to read and success in learning represent an accomplishment that the child at all costs must avoid. Please keep in mind that we're only talking about certain children.

I. Fear of Exploration or "I Must Resist Looking" Syndrome

In 1958 Jarvis suggested that the avoidance of looking played a major role in the etiology of certain reading disabilities. He stated

that "it is the active part of looking necessary to establish the automatic skill of reading which is felt to create a major difficulty for the retarded reader rather than the reading content." This conceptualization suggests that this syndrome is characterized by difficulty in the perception of the visual symbol, i.e., in word recognition problems rather than in difficulty in comprehension. Nevertheless, in my own experience, it is extremely unusual for a child to evidence severe word recognition difficulties primarily as the result of psychogenic etiology. The ability to recognize words is basically a rote task and is not highly correlated with intelligence. The vast majority of children who show severe, persistent word recognition problems usually are primary retarded readers, or have visual interferences, or are revealing the results of ineffective instruction. An emotionally induced reading failure most often will affect the factor of comprehension, which is more highly correlated with intelligence and which requires much more active mental manipulation. If a severe word recognition difficulty does exist, and is largely caused by psychogenic factors, then the underlying emotional conflicts will usually express a fear of exploration and a resistance to active looking. Even brain-damaged children usually don't have problems in word recognition but in comprehension. Furthermore, this particular syndrome is likely to occur in much greater frequency in girls than in boys. (This is in itself, significant since the boy-girl ratio in almost any other kind of reading/learning problem is just the reverse. Dyslexic is in favor of boys.) Let me give you an example:

At eight years of age, Anne was diagnosed as a severe dyslexic.

After two years of intensive reading instruction in a full-time special school, at age 10, she was still frustrated by the word recognition requirements at the first reader level. Her basic reading problem was rapidly becoming exacerbated by her increasing lack of confidence, her felt defectiveness and strong aversion to the reading process. Even though she was still considered to be a primary retarded reader, she was taken into psychotherapy in an effort to counteract the growing feelings of inadequacy, stupidity, and resentment to learning.

As the relationship between Anne and the therapist developed, the latter soon became very much aware of the child's need to engage in massive repression. This mechanism, normal in every individual, had become the over-riding aspect of Anne's defensive strategy. Her thinking tended to be naive, egocentric, unreflective, affect-laden and cliche ridden. Because her own ideas were so intolerable and unacceptable to her, and any thought or fantasy a potential channel of expression of the rejected impulses, all intellectual curiosity and mastery had to be rigorously stifled. Anne had to go to almost any length to resist the acquisition of information. To her, the mysterious black markings on the printed page represented knowledge which at all costs had to be kept unknown in order to keep her own disturbing impulses severely repressed. In a very real sense, to Anne, learning to read meant revealing to herself information that would throw her into a panic. In the course of therapy this was ultimately found to be associated with actual forbidden but exciting sexual episodes she had experienced with her older brother.

II. <u>Fear of Aggression or "I Must Resist Success" Syndrome</u>

Blanchard has emphasized that in many cases of severe reading

disability, the common cause is difficulty in handling aggression, with excessive guilt and anxiety over hostile, destructive, or sadistic impulses and fantasies. The function of aggression is a very improtant concept in the field of education in general, and in the area of reading, more specifically. Whether we like it or not, we live in a rivalrous, competitive, demanding society. In order for the child to succeed in this society, he must learn, at a very early age, to channel some of his aggressive impulses into socially acceptable avenues of response. In a word, he must learn to sublimate. If, for any reason, the child becomes too fearful of his own aggression or too guilty when it is expressed, he must resist learning. Realistically or unrealistically, these children come to anticipate that discharge of their impulses will result in loss of love or physical attack, or moral condemnation, etc. Thus they develop a pattern of coping with their impulses which allows them to be free of too much uncomfortable conscious anxiety, but, which at the same time, prevents them from being sufficiently assertive to be successful in learning.

When we compare this syndrome with the one previously described, certain striking differences immediately are evident. Although in both instances there is an emotional resistance to reading, the form in which this resistance is manifested is different. In the "fear of exploration" syndrome the child's need to resist active looking and to engage in massive repression brings about a severe word recognition problem. In the child who is uncomfortable with aggression, the interference is not in the acquisition of skills, but in the use of skills. Thus, word recognition is relatively intact; the child's

comprehension suffers, and more precisely, his ability to compete successfully in academic situations is impaired. At times, this type of child will even do well on standardized tests of reading; yet he continues to function poorly in the actual learning situation. What is more likely to happen is for the child to function always at a mediocre level. He does not fail because actual failure would constitute too great a threat to his own narcissism. Yet, he cannot function at a superior level, because unconsciously this is equated with success and its guilt arousing implications. This is very common in adolescence - drives parents and teachers wild.

Richard, age 12, was seen in therapy because of continuing difficulties in school. Although he appeared to have a more generalized learning problem, his reading comprehension was notably poor. His word recognition, on the other hand, was excellent. The initial psychological evaluation suggested that Richard was a child whose "fearfulness permeates every action and every thought so that he literally dares not try out various modes of behavior that would lead toward growing up and being at ease in the world." Such behavioral constriction hampers learning processes since the necessary self-assertion is lacking.

In the course of therapy it became clear that Richard's characteristic defenses were designed to ward off any of his aggressive impulses. The most habitual defense he used was to separate his thought from his feeling (isolation). He was much better able to express aggressive or hostile thoughts if the concomitant feeling was repressed. In this sense he was able to intellectualize his

hostility, or to play around with it verbally. Richard's conscience, which really was an internalization of his parental teachings, had become so overly strict and constricting that it allowed for very little expression of aggressiveness. His conscience was so despotic that it made no differentiation between constructive and destructive aggressiveness, thereby forbidding any such expression. He thus resisted the driving force within him with which he could instrument his wishes and make them achievements. Had to cut off all affect.

III. Fear of Independence or "I Must Resist Growing UP" Syndrome

Mahler coined the term symbiotic relationship to describe a relationship between mother and child which results in making them each other's prisoner. They seem to be unable to live with each other and unable to live without each other. One might suspect that the child who is caught in this dependency bond might experience severe difficulty in freeing himself sufficiently so that learning can take place optimally. In these cases, the basic underlying conflict appears to be between the wish for unconditional loving care and total immediate impulse gratification, and the belief that one should be able to act more independently then carries over into the area of academic learning. Since reading is the most important process to be learned, and a knowledge of reading essential for the mastery of almost every subject, it is not at all surprising that the child's unconscious conflict will be acted out particularly in this area.

It is axiomatic that learning takes place most effectively in the "conflict-free sphere." When a child reaches a specific level of functional maturity, it is important that he be encouraged to use

that function. When the child is prevented from doing so, a conflict develops between the child and that person who is prevent him. Mothers who unconsciously must keep children in a dependency tie are often inseparable from these children; yet, simultaneously the children react with hostility and rage which must be repressed or denied. This sets the stage for the independence - dependence conflict which intrudes severely on the learning process.

The power struggle which begins in the home between mother and child is often displaced to the school. The child resents the passive posture he must assume vis a vis the teacher. This is particularly true in the primary grades. The imposition of a passive role creates anxiety and arouses the conflict over the intense dependency wishes. As a result the child may fight back by resisting the passive role and become a behavior problem, or he may overtly accept the passive position while the conflict rages within him creating a learning problem. In essence, he resists the learning process and does not read because (1) it places him in too dependent a position, or (2) it puts him in danger of growing up and becoming too independent of the mother-figure.

Joanne, age 8, was taken into therapy because she had failed second grade, although of average intelligence. She evidenced a mildly severe reading problem. During my initial sessions with Joanne, the major theme which emerged was Joanne's tremendous need to be accepted and loved. Another theme related to the above was her extreme fear of being abandoned. In many of the games we played, Joanne would indicate the feeling that if she allowed herself to be

messy, that is, to have any freedom whatsoever, then I would reject her. Over a period of time, Joanne was made to see that her extreme possessiveness toward me really represented her desire to be the only person that I saw and that basically she wanted me all for herself. I do that to 8 year old girls. In the last analysis of course, the underlying impulse behind all this was Joanne's wish to have her mother all for herself. She had a need to almost incorporate people who were important to her. It was as if she was saying, "I will be a little girl, people will not leave me then, people will care for me." Of course this also had an important influence on her desire and willingness to learn to read, since learning symbolically is an act of growing up.

In some cases of severe reading disability the problem is a manifestation of underlying unconscious conflicts which create an actual resistance to the learning process. By no means is this meant to imply that most reading problems have a psychogenic etiology. There are many, many causes of reading disability. Even the emotional factors have only been touched upon in this discussion. Nevertheless in any reading therapy situation, it is vitally important to differentiate the child with a reading inhibition based upon neurotic factors from the child who experiences reading difficulty for different reasons. Still most important is the inter-personal relationship established between teacher and child.

Clifford Kolson

One of the things talked about is phonics. Some believe that if a kid has phonics, he has everything. Phonics is important, but a friend of mine from California feels only two or three words can be pronounced phonetically at all. (At this point in the proceedings, words were written on a blackboard and the audience was asked to pronounce them.)

Phonics is an important thing. For years we have heard that phonics is related to vocabulary. If you have a kid that doesn't have phonics, bring him to me. I'd like to see him. I've never met a kid who didn't have phonics. They say the kid doesn't have phonics. But he can say sounds, even though he doesn't say them together in sequence to say the right word.

We can teach kids to read critically by telling them to go home and watch TV commercials. See how many commercials you can remember. It's a relating technique. They use bad names to make you buy a product. You don't want to be a greasy kid, so you buy Vitalis. So, you tell a kid to see how many "bad name" commercials he can find.

When I was going to college, a man used to come up to me every day and give me 10 Kent cigarettes. Then one day, I was watching a football game and a man asked me what kind of cigarette I smoked. I told him Kents. And a few weeks later, I saw an advertisement on the television that said 90% of the students at my college smoked Kents. That's a technique.

Then there is "Glad Names." Does anyone know what STP is? I wouldn't buy gasoline without it. That's "brainwashing."

If we can get kids to look at things, read them, read between the lines, they are going to get off to a better start.

What they say is this...When a baby comes into the world, everyone prepares everything for him. When a child goes to get up on a chair, he has to struggle and climb up on it. This makes him feel inferior because an adult can sit down very easily. We use rewards and punishments. As soon as we say there is a reward, we are only saying the person giving the reward is greater than you. So the same person being rewarded is made to feel inferior. The person who is punished is made to feel inferior. Through the whole structure of society, the kid is always made to feel inferior. In fact, the child must always look up to an adult because he stands taller. Doctors say that because of this, some kids lose the goal of social participation. And by the time they come to school at six years of age, they have set their pattern; either they are well-adjusted in the pattern of social participation, or they have knowledge of it and know the importance of it. Now, there is one thing that you can do. Once they've lost the goal of social participation, you can't change them back to that. What you have to do before they reach the age of six is use what we call the Law of Natural Consequences. The kid comes home at 7:00 p.m. when supper was at 6:00 p.m. and the mother hits him on the head and says, "Why

weren't you home for dinner?" The natural consequence would be that supper was at 6:00 p.m. so you don't feed him. Never punish or reward--just let the natural consequence happen. Of course, what is the natural consequence of not learning the multiplication table? Nothing until it's too late.

When the child comes to school and cannot adjust to the social pattern, he'll make you notice him. And if the child is lazy or passive, he gets all the attention in the world because the teacher insists that everyone follows along. Maybe it'd be better to let the kid lag behind a bit and not give her so much attention because if I call on her I'm rewarding her.

How do you determine if a child is an active or passive student? It's up to the teacher to determine a particular case of the behavioral pattern at that instance. There are not enough school psychologists to analyze every student's behavior at every instance. I was in a school in New York State that had 4,000 students and one school psychologist. Now that's nonsense. He can't possibly do the job. It's up to the teacher to help out.

Do we have schools for the state, or do we have schools for the children? There was a supreme court decision that allowed us to spend public funds stated, "The state is not a proper affiliated organization." Schools are established for the preservation and promotion of our society. If something good happens to the child in the process, all well and good. Now, the only common denominator that we have in the United States is the public school. When you get out of college, you tend to associate with people who have the same amount

of education as you have; and because you come in contact with people, the same religion as you, because you go to church and meet these people, you have contact with them.

You do not reinforce any child by segregating them. Each of us say that the ultimate objective is to take each child where he is and move him on. So what's the difference if a 15-year-old is reading at a first grade level or a 6-year-old is reading in the same room at a first grade level. We still have to start where he is and move him on. The problem is "we haven't gotten the teacher to reading inventories and to use informal analysis."

I read an article that said, "In the next five years, we are going to accummulate more new knowledge than in the whole history of mankind; and in three years after the next five years, we are going to learn more new knowledge than the whole history of mankind including the next five years." Now think about it. Not only that, but the kid you have in school today will change jobs three times in a lifetime; and I don't mean from Sears to Montgomery Wards. I mean totally get a different kind of job.

Now, that article was written in 1948. That five years and that three years has come and gone. Now, the prediction is up to change jobs 5 times in a lifetime. Let's face facts. Our job is no longer to pour information into the heads of kids, because there is too much of it. Our job is no longer to prepare the kids for a job, because 50% of the kids you have in school will work in jobs that don't even exist yet. So, the whole system of education in the schools has to change to make this child a lifelong learner. Because if he can't he's not going to

to make it. He's not going to learn by the old lecture method. He's going to learn when we teach him how to diagnose himself and how he can go about teaching himself. And I submit this can all be done by an informal means. I think that when teachers begin to do these informal things, maybe it won't matter.

The first step should be to promote informal reading; secondly, learn to diagnose the child's reading level.

Winton Buddington

I'd like to work and talk with you about practical teaching techniques within a classroom, working from what normally you might find in a basal reader. I'm not suggesting that you would just teach from a basal reader but the kinds of things that are usually involved in teaching lessons. Any basal reader program depends upon the student's motivation, a connecting up of background experiences, the youngster's vocabulary, etc.

When we talk about vocabulary we have to go back and say, if children have a good listening and speaking vocabulary, then we are ready to start teaching the reading vocabulary and if they don't, we go back and work on listening and speech. I hope that's what would happen. So, we have to motivate, we have to get the connecting up of experiences and so forth.

I made a mistake once. I said to my class, "If we could only get a bear to display, we would see how big they are, how different they are and what they do." The next day, one of these stuffed big Alaskan Bears arrived by truck. It seems one of these youngsters had a brother at one of those isolated Alaskan posts and he had shot a bear and had sent it home. I guess the point I'm making out of the whole thing is - you want to be careful what you're starting.

But primarily a concrete experience is supposed to be the most accurate. Then we go to description, abstracts, diagramming and looking at things. There is a whole list of criteria from the audio visual people on levels and what kinds of experiences (Visual, Audiotorial, Kinesthetic, Tactile) are needed to learn. By that I mean overhead projector, talking,

listening, tape recorders, anything you can think of. Now you have two types of criteria at this point. Let's go back to the basal reader.

Introduce the vocabulary. There are lots of ways to do it. We know for a fact that many youngsters never have had the right kind of background experiences for an academic curriculum but do have a listening and speaking vocabulary. The big thing you have to teach them is the symbol. I'll try to take you through some of these experiences so you can go back to feeling the way the youngster does. Concentrate on the symbol but once you get up on third and fourth levels then go back and teach them pronunciation, the meaning of the symbol. So, you have more than just one or two things to do with the word.

In vocabulary, very often in terms of a basal reader, what do we do? We treat all kids alike once we've got their instructional level from the IRI. We find this is my 2.1 reading group or whatever group. We assume they are all the same and yet I can prove to you with group situations that they are not. There is really no true homogeneous grouping. Even if they seem homogeneous in terms of reading level, that reading level will change within a weeks time. I'll guarantee that even if you all are reading at 2.1, you do not have the same vocabulary. We know they have different vocabularies and we know that everyone comes to school with different backgrounds of experience.

I used to work at North Eastern which is near the ghetto area in Boston. The first thing we had to do with students was send them out into the area. They had to come back with a hundred oral vocabulary

words and understand what they meant before they could ever begin to think about teaching those children. Now, as you individualize any program you have to take into consideration the listening and speaking backgrounds of vocabulary words and, as they come from different areas of the country, this becomes a problem.

I talked to some of you at lunch about the migrant workers who move from place to place. When I was at St. Luke's we had this kind of thing to deal with...we never had the same kids and they wouldn't be there very long. I also had a chance to organize some of the Air Force Dependent Reading Programs and we had kids coming from all over the world and they would come in in September and you wouldn't have the same kids by June. And so when you get into those situations it sort of forces you to begin to say, well, look, if I'm going to try to do anything for these youngsters I've got to find out where he is and take him from where he is.

Here's where we are today. No longer teaching a grade - there is no such thing as a fourth grade teacher, second grade teacher. Maybe your school uses the label, maybe they don't, it depends on how you feel about it. But, functionally you teach children. That is, we have youngsters who are in that grade because they were alive and warm last June and they went on into the next grade - social promotion, right? What this means is that you have to take these youngsters where they are. This point was made just a minute ago, so I won't belabor it.

We're guaranteeing every youngster 12 years of education. We are not guaranteeing the rate of progress he will make. We are guaranteeing him the right to have 12 years of school.

So, at word-grade level, at any grade level, you no longer have any kind of a group that has the same needs. They're individual.

Another thing, of course, is that we have people who come to school reading. Other kids don't have the right type of academic background experiences for your school setting and so you have to provide it and it may be three years before they start reading. So, automatically when they come to school there is an adjustment to be made.

One of the problems we have is to really change our philosophy about what our job is and where we're going. If you go to this concept we have to know all the skill sequences, all the learning theories, how to apply them, how to sub group, how to do individual work, how to do the informal test and so forth.

One of the problems I have is how to give the most effective use to all the people in this group of 30 or 40. One of the techniques I'd like to show you is what I call the"multi-response technique" which I think has validity for finding out individual needs. If we go through the reading program again for a minute, we said introduction, motivation or whatever you call it, and introducing new word. After that what usually comes next in a lesson? Silent reading. Then, usually some kinds of comprehension and questioning before that. Then oral reading and some discussion and some questioning and then after that what? The skill teaching that everyone leaves out. The workbooks only have one practice or two. We have to move on to the next one - skill...

In prefixes, the first level is some sort of an exposure to what a prefix is. When you get to prefixes themselves the next step sometimes is picking them out, identifying them, circling them, drawing lines under them - something like that, recognizing them on a card.

The next step is usually a meaning, etc. So we have steps but everyone works on their own. Well, one of the things we found we had to do was to figure out different levels of knowing. We've come up with what I call "levels of mastery" that the youngster should be learning.

You can be aware that some things have meaning but not know what it is. The fact that you are aware that this symbol on this carton has some meaning which you haven't learned yet is good. That's a step. That's a step in learning. In an informal conversation, some people and I got together and were talking about how you work for so long and don't see progress. Well, if you see awareness on the part of a youngster that is progress and that could be your major objective.

You are all familiar with matching. If I have something and you have some things and you hold it up and match mine, or the kind of worksheet where you form things and draw a line between them.

The next level is identification, you know it as multiple choice. The Yes - No thing, with four possibilities or three or whatever you want. One of the questions may be "what color is the barn?" You've read the story and instead of saying what color is the red barn, I say what color's the barn? red, yellow, blue or green? and you can say none of those or you can pick blue or one of the others. That's a level of answer but the amount of thinking or recall is still pretty low but it is still a level of performance. For some youngsters that's great if you can do that. For other youngsters it's pretty bad if that's all they can do.

The next one I'm just labeling recall. That is, I say what color is the red barn? You say the red barn is red.

The next one I think of is structured application. This is when you teach something and give a worksheet, a workbook, a game, a technique and say that I want you to apply it. But you set the conditions and the time. You actually tell them.

Then comes what I would like to call the automatic application level. It's not really automatic but now you know this thing and can use it whenever it's required. One of the first things we had to do in terms of looking at techniques and skills and so forth was to figure out what level of mastery the child could work with. Now, in this case if she can work with matching and can get the matching right but can't get the identification, that tells you where to go next.

Now we have three criteria, we have the media whether it's going to be reading, looking, listening or whatever; we have the modality that they prefer or any combination - it could be visual, auditory, auditory-kinesthetic or any form of whatever you want. And we have the level of mastery that we expect as a result of this lesson, this unit, this activity, etc.

One of the questions which would be used when introducing vocabulary words is how do you know when they know them? Well, I know they know them because I've taught them, right? No, but that's a syndrome, a teaching syndrome. That's because I have been up here and I've shown you these things you ought to know. Someone was talking about this. We know from teacher training all the things the student learns in the classroom and says he understands and then we find out that they don't.

Let's take a look at this whole idea of reading and let me take you through what happens. The first thing is that you're all motivated. "This is going to be an exciting story we are going to read today, boys and girls and I know you'll like it because it's about Sam and what Sam's going to do." No problems, you're right with me. You have all the background for this story you're going to need. I know you will know these words because I am teaching them. We know in teaching how there are all kinds of techniques you can use, whole words, phonics, structured, etc. You can use any technique you want or any part, configuration clues, picture association. You can use any technique you want for teaching words. We don't care really how the youngster learns the words as long as he ends up learning them. One other thing is the number of repetitions and I think this was said quickly, I believe 30 repetitions for the average learner. By repetitions I don't mean repeating the same thing, I mean 30 different varieties of practices. No, not 30 times saying, "the red barn, the red barn, the red barn, the red barn,..." or writing something 50 times like the old joke. I'm sure you all know this. But that means for the slow learner it's more and more variety and if you want to do something, think of 79 or 80 ways to teach "b" or "d."

I hate them <u>lesson plans</u>. I don't know what you call them. I think there are four types of introductory lesson where you spend almost all the time on motivation and connecting up the background and giving the background and the only purpose you have in the whole lesson is "awareness." Maybe it's even a series of lessons for some youngsters. It's all year for other youngsters. But I would call it an introductory type of lesson where you are approaching something new and the main

purpose is to make them aware of what you are working on.

The second thing, let's call it a practice lesson. It depends on the level and so forth but you find independent activities and everybody's working on that kind of thing. In other words, they are aware of what you are working on and they know the kind of thing that is supposed to work. The important thing is to let them practice. These practice lessons are their involved time, not yours. I don't mean you're not there and you're not thinking nor planning but the main element is involvement and you may have a number of these. You might have one, you might have 30, you might have 50.

The third thing I think of is what I call re-teaching the lesson. When you've tried phonics, for example and you've tried some phonic blend and it just didn't take with a youngster what you need is a new approach. It can't be a conflicting approach, as you know. All 57 phonics plans work. It depends on the teacher. No need to tell you there are conflicting ones. You choose the wrong one for re-teaching then you still have a problem. Because if you get a youngster to put the vowel with the first consonant as in some systems and then you go and switch and have him put the vowel with the last consonant as in another system, then you have conflicting kinds of things. Or, if you started with an analytical system and you go to a synthetic or vice-versa. So anyway, what I'm trying to say is; a re-teaching lesson is another approach. It might be another modality, another media or another method of curriculum or teaching which is compatible with the basic learning process.

Word Review

I use the word review but I have trouble with this because everybody thinks this mean, "do the same thing you did last year for the first

two weeks of school." Review, to me, means a lesson in which you pull together the parts for a higher concept. You've taught this rule and that rule and now you've got to apply it and understand the whole idea of letters. So, when you move to that higher concept, I consider that a review lesson. In other words, it's a review of the parts you already know but pulling out a new concept or generalization. That's the kind of thing you think about instead of going page by page through a book.

The first thing we have to do is learn the words. I can give you the words in the story just like they would in the basal reader. All I want you to do is pay attention and learn the words. That's all I'm asking you to do. Here's the first word. The word is "fall." If I say, "fall down," it's in your listening vocabulary so the only thing you have to do is learn symbols. If you happen to know your letter names and sounds, you will have a better chance. If you know that this triangle is F then you'll have a better chance of learning that word whether you believe in the phonic art or not. The word is fall. Say "fall." What's the first letter? What's the last sound? This word is fall and you all know what fall means so I don't have much explanation with that.

This word is "did," recognize the d's. What is the first sound you hear in "did?" What is the middle sound you hear in "did?" By the way, in my opinion, there's no such thing as silent phonics. Just ask a child to name letters and say, "tell me the name of that letter." When you are working with sound of words that's fine but if you don't actually get the youngsters involved in making the sounds I think you lose something. The word is "did" and you all know what the word means because it's in your speaking and listening vocabulary.

This word is "shoot." Now notice the two o's in there. You know you can use a structural approach or whatever...two o's. You know the rule for two o's. Here is another word with two o's in it. The word is "look." "Look, Sally, see Sam run." Now, use configuration.

We could get people up here and practice all day. This one is "see," "see," "see." "See Sam run, see, see," She is using a pencil... We don't let youngster's write words down, do we?...Sometimes we have kinesthetic learners don't we? Maybe some of you can't but some youngsters can write this down throw it away and they've got it. Yet time after time do we say? No writing, pay attention - all that kind of stuff. That's the point I'm really trying to make. This word is "you," "you." Why are <u>you</u> saying it? "You." This is "Me," say it - "Me." I taught you that yesterday so you must know it. Just so we can confuse you this is "he." This is "him," "him." See how it would be easier to learn our names through sounds. Daddy, look at those d's in daddy. Structural analysis. Divide between the two d's, right? What's the first sound, you hear in "Daddy?"

Now, the two things I've made an assumption on: (1) All of you have pretty good learning rates. I mean the number of new words that we blindly take out of reading material. We give them out. But, I know you have an IQ of 156 and you have a learning rate of 3 words in terms of effective classroom learning. But I can have a learning rate of 10 words. What I am suggesting is the rate of practical application in the classroom is not strictly tied to IQ or academic learning capacity or whatever. In terms of rote learning, or associative learning.

There isn't a direct relationship as far as I think. I've taken people with all kinds of IQ's and I can show you that even if you're all at the same IQ level there will be differences in your learning rates.

Now that you all have the words the next thing is...silent reading. I want you to read this story to yourself because I'm going to ask you some questions. No talking. I started to hear somebody talk. You know in silent reading we do not talk, right? Why do you want to talk? Is togetherness more fun? Why don't we ever let the kids talk? O.K. silent reading, no moving the lips, no subvocalizing, all that kind of thing. Now, while you're reading this the reading period is going on. I have another group coming up and I've got to hurry this a little bit because you know how things are today, it's one of those days.

Comprehension

There are two aspects to comprehension. One is the thinking and the other is the recall or the answering question aspect. Very simply we are now dealing with the questioning aspect mentioned a little while ago in connection with silent reading. No one knows the type of question I'm going to ask so you really don't know how to read the story.

In my opinion even with our best students we should never say, "go ahead and read this and we'll ask you questions," without giving them the purpose, because one does different kinds of reading depending on what the purpose is.

Maybe I should be a good teacher and check the vocabulary and see if you know it. Of course one of the ways to check vocabulary is for me to show you these words while the rest of the class is doing nothing? Right? In terms of effective use of classroom time that's pretty bad. But in this multiple response technique here is what I can do. Are you ready? Answer yes or no. You all have cards. Don't say anything but just hold them up. Now, in a group of 100 or 500 I can tell who needs help by using this technique. I suggest I could find out today who really needs help in certain things in a very short amount of time. As an informal test or a check I'd say something like this. "Do you use your eyes for this, yes or no?" We have yeses and we have people who aren't responding. We don't have any no's. We have people who really don't want to get into this because they don't want to make a commitment or they don't have the right cards. Some of you that held up yes are sort of guessing and the rest of you know the word because of the way I asked the question. "Do you swim in this?" "Yes or no?" The answer is... We have some yesses and we have some no's and so forth. "Do you sometimes use glasses for this?" The answer should be Yes! I see some no's. I know there are three people in this room who didn't really understand this word as introduced in the context in the story. So, the rest of you fooled me. I mean you got by. We'll try some more. I'll get you yet.

Curriculum

I think you should teach in terms of curriculum. I'd like you to take the 1-3 cards and hold up your hand or fingers...Take this word and hold up 1 to 3 depending on the category. I see 2's and 3's and of course the answer to this one is 3. The word is "him," It's a

Pronoun, right? Who had a 2? Anybody admit to having a 2? I saw one up here. What's the matter? Don't you know what a pronoun is? That's really not the problem is it? Well, maybe you do or maybe it is, but I don't think so. I'll give you more credit but the reason REALLY is that you don't know the vocabulary. That's all I'm driving at. Sometimes you try to measure the learning of a new skill or new level and what causes difficulty is something at the lower level. The advice I have for you is if you are starting a new level of instruction, make sure you use materials and words at real low levels. Jump down a couple of levels.

Let's get to silent reading. You've had time to forget. All you do is hold up 1, 2, 3, 4 to the answer to the question. "What was Daddy supposed to look at?" Come on now, everybody answer, you can play this game, oh, no not orally. Come on hold the card up 1, 2, 3 or 4. Hold them up, make a decision. You know you can get two out of three right even if you haven't read the story by guessing? We have 1, 2, and 3's that I have seen so far and a few people have refused to play my silly game...The answer is 2. Now if you got it right you know who you are and I know who you are and those of you who got it wrong, I know you need some help...help in comprehension maybe, or it might be right back at the vocabulary level. You see we can go three or four ways there.

Questioning

Those of you who missed "What color's the red barn?" if I want to see if you can get it I might drop back down to this level question multiple choice. I have a multiple choice here but it is a WHAT question rather than a HOW or WHY it involves no thinking, just rote memory or recall.

By the way people who recommend phonics claim there isn't any rote memory but the 56 sounds or components are just as much rote as the 50 or 75 cycles. That is if you believe in cycles. "What was Daddy supposed to look at?" and we said it was 2, the duck, right? "What was Daddy supposed to watch the boy do?" 1, 2, 3, or 4 and I need everybody to respond. 1, 2, 3, 4. No talking and actually if it's a practice thing you see I don't care and I would encourage it but if it's testing...Now, she's very perturbed at me but I don't know if it's because you can't read or I'm operating at your frustration level or you're upset at yourself because...there are all sorts of reasons.

Back to Jules speech last night. I happen to believe as he finally ended up that a large percentage of disabilities are educationally caused by putting the youngster in the wrong situation. I had given you the questions first and you knew they were factual questions of multiple choice you would read differently assuming you had the vocabulary background. We have to get back to what level this is all about. I can say to her instead of the question in the book, "What color is the red barn," tell me about the story and change the ending. Even though we are all at the instructional level I can individualize the recall. I want to say very quickly that by what you call comprehensions at the same instructional level, is a practical way to get at the particular level of mastery in reading within the same instructional group.

Oral Reading

If you follow the general basis of training in oral reading, you call on someone who is not paying attention. My friend back there

is doing a good job and since she's not paying attention you call on her and say, "next." What good does that do me? It depends on my purpose, my purpose is to get her attention, right? But you know really why she is thinking about something else? Why is she reading ahead in the book? If we're doing oral reading we all have our books open and we're reading ahead, why? A good answer might be "I'm highly motivated, I'm interested in the story and I go ahead," and it depends who you like in philosophy but at the end of level 1 or level 2, the silent reading rate is faster than the oral reading rate. She happens to be going, " w-h-a-t," you know, and maybe you're going a bit faster than that even though we could all be in the same group. You're motivated so you want to go ahead.

Now, there are "don'ts" in oral reading. Don't leave your books at the desk. Don't send them home. Don't have the books open when you're oral reading for those who aren't reading orally because they should be listening. Basically the reasoning is this - "I'm not against preparation or I'm not against being involved but they could be practicing. I read the story through and when it comes time to have silent or oral reading I say, "I've already read that one," and then somebody asks me a question and I get it wrong.

Now there's another factor which I hope you will see. What I want to tie to oral reading is that most of you have no business having that book open because the whole purpose of oral reading is to have listeners.

We all have patterns. I'll start over here and she reads first, she reads second and these people up here don't get any practice, so you ask yourself, "what's the purpose?" If the purpose is practice in oral reading then, for goodness sake, you read a page to her, she

reads a page to you, you read a page to her and so forth. The only one that can't stand it is the teacher.

Another purpose can be combining listening with oral reading. I can say you're going to practice reading in pear shaped tones with perfect phrasing. Look through the part and see if there are any words you're not sure of. We can work on it and then all the rest of you are going to listen. You're going to listen to all the places and things and people and you're going to have to tell me the whole story in writing. Now, what I'm doing is I'm combining the concept of oral reading, the concept of differentiated individualization I'll say comprehension and recall, with something that should be fun. Therefore, we don't lose your attention because you have something to listen to and therefore it's not that I'm calling on somebody else. Everybody should be tuned in or should be more tuned in than if I did it another way.

Now, the other thing is you want to do is test and check the errors in oral reading. You can still do it in a group situation. When I know the kinds of errors at your instructional level, a month later I'll run a check. I have you read and I check off the number of errors you make. But if I were just visiting a school and somebody asked me to check I'd just have them read and if they missed more than one in 20 I'd say they were misplaced. As I go around the schools what I find is about 1/3rd of our kids are misplaced in any heterogeneous classroom.

Participant: Supposing you have a child who basically knows these words and he's reading along but he does not attack this word as you expected

him to attack it. Might that child have another problem?

Dr. Buddington: "Sure."

Participant: "Are we making adequate allowance for these reversals, these inversions, etc.?"

Dr. Buddington: "I would count all those as errors when I do it. But there might be a reason he does it. You're asking my personal philosophy - you test it and you call it the way it is, never mind the why. Then when you interpret the data that's when you bring in why. Because when you get into interpreting...

Participant: "But just dropping this child into a lower reading level doesn't alter his problem."

Dr. Buddington: "No, no I didn't mean to imply that - no, no, there is no such thing as a level." It would depend on whether you were defining level or diagnosing needs.

Participant: "I mean an instructional level."

Dr. Buddington: "You have to say level of vocabulary, level of this, independent reading level, or an instructional reading level."

I happened to be out of town and decided to see a school principal I knew. It happened to be PTA night. I decided I might as well stop in. I walked in and there's this teacher standing there and the minute I walked in the door she - She said, "Oh, you're Mr. So-and-So. I've been trying to get you to come to school for so long," before I could tell her that I was a stranger, she proceeded right there in the hall to tell me that George pulls the fire alarm box, throws paints around the room, breaks windows, you know, anything you can thing of in behavior. The whole list she had been saving up all year. This was in the spring. By this time I had an interest in the situation so I

decided, I might as well not say anything - she's getting a good chance to tell how she feels. She dragged me in to the room and sat me down beside the desk and told me all the things that were wrong with this youngster thinking, of course, I was his father. After we got around to the academic side of things, I told her I had an interest in reading and asked what kinds of problems was he having in reading? Enough. The next question I asked was what kind of problem is he having with word recognition? She said he was having trouble with phonics. What level of phonics? (You've just been through that part with me) She couldn't tell me so she quickly said he's having trouble comprehending too. I asked what kinds of situations and I led her right down the path. She didn't have any idea exactly what the problem was academically and, I would add, behaviorally. So, my recommendations for any of these situations is that we have to find a way to pinpoint these problems. She ended up marrying the principal and she hasn't spoken to me since.

Participant: "In oral reading when you have a child who repeatedly makes the same mistakes - like for instance wh for th, do you immediately take them off the oral reading and drop them back down?"

Dr. Buddington: That's a part of what I was going to ask her...if it's an oral reading situation with an audience I don't believe this is where you reinforce that part of teaching, the word recognition. I think you just cull them right along. But then you spark the student. You can have a check list of anything you want and then during the skill teaching time or skill day then there's something to go back to and say ah, ha, this gives us something to work on. No, I wouldn't make a big thing out of it. Now if it's in the oral reading audience

kind of situation it depends on what you're doing. I know some people say that the whole group 4 is working on pronunciation and you're going to stay there until you get the word right.

Well, that brings me to a different topic and I'll try to show you that technique. But, after the oral reading and the silent reading you get through that, the next thing is skill teaching, right? The thing everybody likes to leave out but is really the most important as far as teaching reading is concerned. A couple of things in response are like this: You hold up cards 1, 2, 3, 4 and we are working on beginning sounds. What's the first sound you hear in the word "clarinet." All answers in, real good. What's the first sound in slumber? Oh, confusion, right? Don't give kids as many cards as I've given you; they'll be all over the floor. If you're working with youngsters or younger children don't take so many options. I mean younger maturity-wise. You may even hand out things and have them hold them up. If you're working with very beginning levels you can have colored cards, big ones and hold them up. This size you have is really too small for any kind of situation like 3 x 5 card with a blank space at the bottom that they can hold and still see the number. But you have the idea. Any kinds of beginning sounds, ending sounds, all can be done that way. When you get to the phonics part I'm not suggesting an approach or technique but if you're on very short sounds, long sounds, diphthongs, diagraphs, whatever speech sounds or the 6 sounds of a or whatever your program uses - it can be adapted to this technique.

Structural Analysis

One of the things in structural analysis is endings, likenesses and differences of words, visual discrimination particularly. Because, very

often they'll throw on any ending or leave off the suffix. I want you to hold up a yes or no card to show me whether or not the endings on these two words are the same. Simple as that, all right? Here's the first one. Yes or no? You start and let them look a long time and they come up with the answer. Then you gradually increase the speed with words they know. These are in their reading vocabulary. You can change the level of discrimination by making the words longer, by making the words almost the same. We call it fine discrimination. It's visual - You can say yes or no to this. Here is an example of words that are about the same. We find in terms of eye-span and eye-voice command that as we get to longer words they'll want to look twice or three times. That means your eye span is quite narrow.

I've already indicated that you might want to identify prefixes. I don't think it's important that you learn this name but if I hold the word up here like "return," hold the thing up like RE and tell me if it's a prefix, suffix and so forth - if you believe in that and I'm not suggesting that you should. The next level you might go to is to take the word like "return" and take your vocabulary cards that you're working with in that particular lesson and try to get the meaning.

Dictionaries

Are you aware that one thing kids do, I hope none of you do this, but when you say what comes after "t," some kids go abcdefg to get there? You don't do that I'm sure. But one thing that we need to stress is the relationship between letters so sometimes we can practice on what letter goes between what other letters. Don't get over two

lines of three lines at once because you'll lose them with that kind of approach. Now, on alphabetical order, it's which word comes first. We had a youngster working on vocabulary cards and he came to review them and he had learned them in order you know. As long as you give them in order they can give them back to you. Well, we had one of these and the word was way over the youngster's head in my opinion. And he got it right every time and I couldn't figure it out. So finally I said, "hey, how did you know that word?" "Well," he said "from the spot down there on the corner."

Alphabetical order, what comes second in the alphabet? What comes 3rd? What comes 4th? Now fourth, there's no academic purpose or reason for asking for what comes 4th. But, my friend over there, I want to include her in a group for other than social reasons so asking her what comes fourth is great!

Let's take guide words. I'll try this one. Guide words are at the top of the page in the dictionary and so all I'm asking you to do with the word on the left is tell me if I can find it on this page between the next two words that come. How do you like that for one simple direction? I've never forgotten the time I said to a youngster go get a drink and this was the type of youngster that you have to say stand up, walk to the door, turn the doorknob, turn right and so on for about 15 minutes. So, if for any reason directions fail, my advice is to break it down into sub units under direction and then try it again. Now here's the word guide. All I want to know is will I find this word here on this dictionary page, yes or no, and of course the answer is yes. You can change the difficulty

level within the situation. Now that sort of gets us through the dictionary part of this. Just a couple of other things on the same theme. If you can see this word SEA. There are two of those; SEA and SEE and then I hold up a definition - or we could have HEEL or HEAL or TOW or TOE. I hold this up and the children hold up a card in response.

Another kind of approach to that is a phonogram game. You can do something like this. If you want to keep feeding in, you say the first word. Say "Bag." Now, hold up the number that tells what the dog tail does and you hold up "Wag." The questions should already be there so your whole approach should be to concentrate on what the youngsters are doing or not doing.

Now, for just a couple of little things. If you're working on main ideas and themes, you can work for independent activities, peer group activities and so forth. Where the youngsters read and put the ideas across I use a work classification card concept. The idea to put various words in the right category. You have three categories. If you have youngsters that know phonics and structure but really can't apply it very well, take a word classification technique and instead of using it as classification, use it as analysis so you have two people roughly at the same level of ability on one card. Children take a sheet of paper and fold it into three columns and put the headings on their own papers and together they struggle to try to pronounce them. When they agree on one pronunciation and what it should be, that is by using applied phonics methods, then they put it in the category and there it is reinforced by me. When they start this beginning

activity, they can circle the one they're on and come back to it later when they're finished. They can then look at the back and it says errors. You would say how many errors you have, she corrects hers, draws a line through it, she takes the card and does it. Now, some people say when they first see this, well, why don't you just let them correct it? It's so much simpler. What you're after is what they go through. You're realizing the pronunciation part of it first, applying structure in application of phonics instruction to solve the word. Second, they are getting it auditorily and vocally. Third, they are talking about meaning and they are classifying meaning which is a step to recall or outline or comprehend and they are getting the kinesthetic experience when they write the word. Then they are getting another visual practice when they look at it and getting another kind of response when they spell the parts of the words.

It's the process that you're getting at that is important as far as these things are concerned rather than the product.

In conclusion, get the youngster at the right level. That's his achievement level and his expectancy level. Get the youngster learning at his own rate. That's like the number of new words in spelling and vocabulary techniques. Plan some time for every youngster to work on a needed special skill. Whether it be a skill day, a group thing within a group, individualized - any way you want. Have some time when the youngster's work together, paired learning - teams of two are good for skills, teams of one are good for a creative kind of application thing. I've used it because you can do the divergent thinking and exploratory thinking but you have to create a lot, and in groups of 5

with recorders for discussion things like that. Groups of four break down into two and two. Have you ever sat at a table with four people? You know how discussion breaks down. And so paired practice on skills are real good without any penalty for grades or anything. And the last thing is individual work, completing a task, and I'll leave it at that.

William Davis

Today I intend to, almost literally, throw a great many ideas at you. How many you can (or want to) catch is something else. In a real sense I will introduce to you a smorgasbord of innovations; I invite you to taste now, digest later at your leisure, those items most palatable to your own personal teaching scheme.

In talking to you about reading and its relationship to motivating an emotionally-disturbed child, I will try to avoid the term "remedial reading," as this connotes a focus on teacher role. It's time we talked more about "remedial learning," where the heart of our problem lies not in what the teacher does, but in what the learner does.

What the learner can do to help himself learn is our first step. And in this identification, it again must not focus on what a teacher does to identify, but what the student is doing. In this sense, "identification" is always a self-referral, in that it is the child who must give himself away to us by his being over passive or over active, withdrawn, or in some way exhibiting an intensive cluster of behaviors.

Of course, as teachers, we must go beyond the point of observer. Here I refer specifically to our responsibility for differential diagnosis to discriminate between an emotional disorder, for example, and some neurological impairment (what is now popularly labeled as "Central Nervous Dysfunction ").

We must keep in mind that where a school enjoys certain boundaries set by right and responsibility, there must also exist certain restrictions of professional movement. To go beyond proper professional limits is quackery. For example, a teacher has the right to question the adequacy of a child's vision for regular work and can recommend that he see a specialist: This

action is within the proper realm of professional recommendation. But if he says, "You need glasses," then he has made a vision diagnosis and he is guilty of quackery.

At the moment, we are in a cultural wave where everyone is diagnosing everyone else's emotional ills. Again, a teacher may describe a child as too upset to work, but to diagnose him as having schizophrenia or paranoia or even a "serious emotional problem" is going into outer professional limits. This too is quackery. So I will stay away from those terms. What sort of children am I talking to? Not those of institutional instability, but those emotionally disturbed children in our public schools living at home. There are four characteristics that separate these children from the normal child.

1. Most frequently, they come from broken homes.
2. Most frequently, they come from homes where the mother works full-time.
3. Most frequently, they come from homes of neglect and child deprivation.
4. Most frequently, they come from homes where a foreign language is spoken.

Mandel Sherman identified these children in 1939 when he said "Pupils who are ashamed of their failures may develop defensive reactions." Before that in 1916, Gilchrist said, "Praise leads to improvement, reproval to poor performance."

A teacher who discovers a child failing to progress in reading may reprimand him, thus adding to the difficulties he is already experiencing in learning to read.

Hollingworth (1923) stated that neurotic children, even though intelligent, are often deficient in reading because the mechanics of reading require

cooperation, following directions, and sustained effort.

Fernald (1943) believes that every child entering school is eager to learn to read and write, but that emotional problems develop when he sees other children learning while he is not; the emotional problem in turn blocks and hinders voluntary actions. She cites, as an example, a sample of 78 children all with an extreme reading disability. Seventy-four entered school with no history of emotional instability. She concluded that emotional upset occurred when the child was exposed to repeated academic failure.

Dolch (1931) found many children hate the reading lesson simply because it compels them to exhibit before their companions their ignorance or lack of skill. The process would be graphically illustrated as:

Frustration Disinterest (interpreted as laziness)

Lack of Motivation

Harris lists prominent emotional features that contribute to (or concurrently exist with) reading disabilities.

1. Conscious Refusal to Learn - This involves a rejection of adults, and leads to rejection of adult-type activities, such as reading.

2. Overt Hostility - Here, we find a child who continually misbehaves.

3. Negative Conditioning to Reading - Such negative reactions as fear, anger and dislike are learned by association. For example, there was a first grade teacher who responded to the children's reading errors by rapping their knuckles with a ruler.

4. Displacement of Hostility - Here we find a child who is jealous of a successful sibling. Or we have an avid reading parent whose child sees only one path of hostility open: He fails in school and gains revenge through indirect displacement. Both situations are hard to identify, and are rarely recognized by either parent or child.

5. Resistance to Pressure - Here, reading becomes an open battleground against parental pressures.

6. Clinging to Dependency - In this case, a child seeks to protect his over-protected status.

7. Quick Discouragement - These children lack self-confidence and self-respect; they are convinced that they are stupid and accept an inferior reading status.

8. Success is Dangerous - Here a child is in competition as a rival to the parent; this implies a possibility of dreadful forms of retaliation.

As I said earlier, and I think these labels lend support to it: Identification is something a child does for you. However, the problem with labels, even diagnostic labels, is that they never give you any kind of a remedy.

One can accept limited types of special failure, for example, an inability to carry a tune, or to write legibly. Reading stress, however, is the criterion of general competence in school. Poor readers view themselves as intellectual paupers, and see themselves as generally stupid. It is imperative, then, that we change a remedial learner's attitude. Here are four steps to bring about change:

1. Instill a feeling of being liked, accepted and understood.

2. Supply success in huge bundles by, for example, teaching on a child's instructional level (vs. grade level). To do this successfully, beware of inflated standardized test scores.

3. Stimulate and sustain active effort by use of interesting reading matter, plus use of incentives.

4. Involve the learner in the analysis of his problems, in reading, activity planning, and in the evaluation of his progress.

Teachers must also recognize certain internal truths about themselves and their interactions with emotionally disturbed learners.

First, teachers must recognize that problems are never isolated occurrences, but exist in clusters. Further, emotional problems that can affect reading progress, may also be caused by a lack of reading success.

Secondly, teachers must become less threatened by pupil failure. Increased pressures and hostility on a teacher's part are not answers, only responses.

Finally, teachers are more prepared than they believe to deal with emotional problems. Classroom activity is ego-involved. The way a teacher deals with this ego-involved activity will have an impact on the mental health of the pupils. By job definition, teachers deal with, understand, and influence human behavior.

Priorities

1. Institutional - There are youngsters whom we, as trained classroom specialists, cannot hope to reach through regular channels. These children are institutionalized, require close supervision, medication most of the time, and intensive therapy - all a prelude to what must transpire in the regular learning sequence of reading. The priorities here are medical and/or psychiatric, rather than educational.
2. Class for Emotionally-Disturbed Children - This might mean a per pupil investment of $4,000 - $10,000 a year.

In one school district special classes have children working in boxes - three-sided boxes which they call "offices." In the box is a chair and desk. Inside the box the child does all his work - in his office. He can decorate the box anyway he wants - he can draw in it etc. That's his place; he is isolated and maybe works for 20 minutes. Then he comes out and has a socializing activity. When the stimuli grows to be too much for him, he goes back into his office where he does something constructive. He has things to do in his office and then he can come out. That is one

approach. And it's a little different from sitting around in a group. He has some place to go. He probably doesn't have any place at home. At least in school he has one little square all his own.

These are the kids who have personality explosions once in a while. There is another place - not far from here - who have what they call a "crisis room." The child sits in the classroom and the frustrations continue to build on him; he has done some math and now emotional problems are building within him. He gets a chance to volunteer and says "I want to go to the crisis room." There, in a room staffed by a school psychologist or administrator, he talks about the situation and gets relief; when he is ready, he goes back and joins the class. An emotionally-disturbed child needs a safety-valve. The crisis room fills just such a need. He must be able to depend on getting to such a place, and that a competent person, at least certainly a warm figure, will be waiting to help with constructive comment. This is not a place of banishment, but rather an on-going continuous therapeutic relationship - continuous, that is, if the same people are involved so that, when a child arrives, such a person will be familiar with past crisis situations. This is another way around a crisis, one that means a teacher doesn't have to drop everything to control a child.

These examples are not just better jobs of catering to the trouble-makers. Most normal children have "transferability" where they easily identify with a teacher figure in front of them. An emotionally disturbed child needs a much closer inter-personal relationship to get the same perception. Most normally adjusted children don't need a highly personal, intense love figure because they continually milk other life situations quite successfully for that; their love guage is not on empty.

Another example of this sort of transfer occurs where "teacher moms" have volunteered to tutor emotionally disturbed children. These are parents who aren't teachers, but who come in and tutor children individually, using teacher-prepared material.

What can we do now with what we have? "Little or nothing!" It is up to you, as teachers, not to accept such answers so complacently. It is time to "bug" the administration. You can't bleed a stone; with thirty children plus a full curriculum, plus school routine, you can't give more than you've got...so you must have more to give by having it provided.

The following is what I call the Cafeteria Type Approach. These suggestions that follow won't work for all, but for many children they will mean some success. Like any smorgasbord, you choose according to your teaching needs and capacity.

1. Experience Charts - Why not use a polaroid camera the first day to get each child's picture. Immediately, because that's his picture, the child feels individualized. Using this picture, and later other self-drawn pictures, the teacher elicits stories from each child which are written down and later read by the child. He sees his own talk - actually written down. Motivation not word study, is the major goal.

2. Progress Charts - For more obvious reasons, such charts can be used to graphically illustrate number of pages, or stories, or books read. Or to track an increased reading rate. Or, such charts as the following may be used:

   Thermometer - to record cumulative records
   Skyscraper - where you fill in a window for each unit
   Race Track - where child moves a car around a track
   Map Chart - for a trip across the country
   Bar Graph - for use with a group, and each child has his own line
   Bookcase Chart - to fill in each story or book read
   Basket/ship Charts - a cut-out, with pockets (each child puts a slip in his basket or ship)

3. Contracts - For highest motivational values, we must let each child set his own contract whenever possible, where improvement units are small, and can be frequently recorded. Get the child involved in

what he is doing and how he is going to evaluate himself. Dr. Wolff, at SUCP (Potsdam) has a highly successful program set up where aims are behavior modification in the classroom.

Quoting Peter C. and Bonnie Wolff, Behavior Modification in the Classroom, "By following the eight general steps or stages of this specific program, a teacher is directed as to what a specific behavior is, how to identify it, how to sequence the behavior and develop the final behavior, how to measure and record behavior, and how to structure their classroom in order to efficiently apply behavior modification techniques to their students."

The eight stages of Morreau and Daley's Program are as follows:

1. Defining specific behavior which can be modified.
2. Counting the frequency and duration of these behaviors.
3. Recording this frequency and duration of these behaviors on data sheets which can be readily analyzed by inspection or by computers.
4. Selecting high probability behaviors to be used as reinforcing events by observing and recording the child's behavior in a free environment.
5. Arranging a contract with the child.
6. Establishing an initial micro task size slightly smaller than the child's present performance.
7. Allowing the child to participate in the reinforcing event for 3-6 minutes, or long enough to complete the activity.
8. Terminating the reinforcing event promptly upon completion of the contracted time.

4. Sight Vocabulary - In reading, you may want a child perhaps to read a certain number of words per minute, say 15. With the contract method, he is not only holding himself accountable, but he is better able to grasp his day-to-day progress. With sight words, we tried putting words a child wanted to learn on 3 x 5 cards. When the child successfully recognized a word, he got to keep the card. The word virtually became his own. That was his word.

5. Workbooks - Earlier I said there is no simple solution to teaching emotionally disturbed children, what with a limited budget, limited materials, and having to individualize the program. If you go to workbooks you are going to lose, because these children have had workbooks; they couldn't meet the challenge of all those pages then, and they won't now. But why not collect a variety of notebooks, tear them apart, and mount each skill-page individually on tagboard. Cover each with a clear sheet of acetate, and they will last for years. And by tilting each according to the skill it drills on, you can selectively use many workbooks to focus intensely on a given small set of skills to be reinforced by exposure to each child in a number of contexts.

6. Games - There is a little booklet called Reading Games by Kolson and Buddington available at our college bookstore. In it, by skill clusters, are individual skill games, patterns, and materials needed to make them, and directions on how they are played. For a few cents, this is a vast source of highly motivational skill games.

7. Book reports - In any form but the usual format, such devices can be educationally profitable. To introduce experiences, games such as Acceptances and Regrets Sent to Miss Muffett Who Gave A Party or Ways to Give Book Reports raise interest.

Without resorting to a clinical procedure merely to screen a classroom of children for the more serious reading disabilities, I would suggest that data on hand might be effectively used.

Here is a list of "signal flags" which may suggest to you that a student may be a retarded reader. Of course, the presence of one of the signals below does not necessarily indicate the existence of a reading problem, not does the absence of one or more necessarily indicate that there is no reading problem:

1. Suppose you notice that Igor learns well when he is listening to your explanations, but not so well when he is reading on his own. He has run up a "signal flag" that the ability to learn is certainly there and that he can probably be taught to read as well as he can listen.

2. If Suzy talks better than she writes, she has run up another signal--for a student's writing is limited by poor word recognition and poor vocabulary, which also limit reading.

3. Poor spelling and poor reading often go hand in hand. If Jake is "a lousy speller," you have a signal flag. Poor preparation in word-attack, including phonics, is a cause of both poor spelling and poor reading.

4. On test records, show Abele's ability in mathematics, which involves fewer verbal skills, is considerably higher than his verbal ability, as shown by his achievement in reading subjects.

5. A bright red signal flag goes up when we compare the intelligence test scores and reading test scores indicating that Charlie has mental ability which is not coming through on the reading test.

6. A student will send up no signals indicating that remedial instruction in reading will help him when he performs at the lower end of the scale in everything--in spelling, math, his reading subjects, and on his intelligence tests. His record is telling us that he probably can't be elsewhere than at the bottom. Teachers refer these students thinking they should have help--when they can never be anywhere other than at the lower end of the scale. It is not possible to make every student a good reader.

Concentration - An emotionally disturbed child, more than most non-handicapped children, seeks structure; when he can depend on time and place, then he can bank more confidently on how to deal with academic demands on his own life space. Concentration is perhaps his biggest hurdle. I would introduce the Time Box Technique to such children as follows:

The Time Box is a device to help you concentrate. When you use the Time Box, you say, "I'll read this social studies assignment in 60 minutes," or "I'll do this English in 45 minutes."

Your Time Box looks like this:

TIME BOX

Length of time you have set for assignment	_____minutes
Time started	_____minutes
Time finished	_____minutes
Actual time spent	_____minutes
Time saved by concentrating	_____minutes

Here, for example, you have set a 60 minute deadline for completing an English assignment. You concentrated all your powers to meet, or if it is humanly possible, to beat your deadline. With the pressure of the deadline,

you finish in 45 minutes. You may have saved 15 minutes of study time.

Most of us work better under time pressure. As we try to "beat the clock," we are alert and on-the-job every minute. With the clock ticking toward the deadline, we don't dream away the time. Your deadline must be flexible. If you find you can't meet the first deadline set a new one. Use the "Time Box" with caution. It is recommended mainly for dreamers. It is inappropriate for students who need to spend more time on their assignments instead of less.

Comprehension - One of the most difficult areas of reading skill to fully develop is that of comprehension. I would call your attention to Better Reading by Gainsburg and Spector, Globe Book Co., 1962. Here, with high motivation, children plunge into main idea development, beginning with a single sentence, employing the "telegraph technique" and $1,000. In time, the child gradually progresses from single paragraphs to finally, whole textbooks units, involving main ideas, implied and stated, and total organizational skill. What makes this approach so highly effective is not only the reliance on concrete to abstract progression, but also upon a great number of specific examples where a child can benefit from extensive practice of a newly acquired skill before going on to the next level of difficulty.

Like pigeons, mice, and monkeys, students work where a gain is seen as reward; he who works for nothing, is nothing but a slave. If we are to free the emotionally-disturbed child from academic shackles, we must begin with motivation. No longer will teaching tyranny of a regular program be tolerated by these youngsters. The challenge of success begins with a nibble; don't overwhelm our consumers by passing a whole cake.

Mrs. Gita Kornfeld and Mrs. Joan Hyman

Dr. Cohen's philosophy is presented below:

Black or white, language disability or whatever, we are all aware that the retarded reader is analyzed, prodded, observed, treated, exposed to all kinds of instructions, and then re-exposed to remedial instruction. He is written up and he is one in a hundred thousand. He is referred to in universal print. There are all kinds of records to explain a child's reading problem and, of course, this covers the emotionally disturbed or the perceptually handicapped, whatever you want to call this child. Right now we are going to say that he has an educational disadvantagement--he is not reading. You can call in your psychologists, learning disability experts, pediatricians, neurologists, guidance counselors, reading specialists, and principals. They will come up with all sorts of diagnostic labels for the child. We have emotionally disturbed, perceptually handicapped, learning disabilities, hyperkinetic, hypoactive, lack of impulse control, or he's just not ready. And then you have heard, distractibility or minimal brain dysfunction, or how about minimally neurologically impaired, and delayed maturation. But whatever you label a child, the etiologies are confirming to the latest role and that is usually determined by whatever newspapers or magazine articles from Time, Newsweek, Readers' Digest, or what State Legislators have most recently defined as a learning disorder.

WHAT DO ALL THESE TERMS TELL US ABOUT TREATING THE CHILD?

You have a child; he is in front of you. He is exhibiting certain behaviors, like not reading, not being able to read or find the main idea.

What does the term like emotionally disturbed or distractible tell you? That the child is distracted easily. But what does that term do to help us in treating the reading problem? It does not help at all. Most retardation stems from another kind of disease. It is a psycho-educational disease that Dr. Cohen labels "Dispedagogia"...in other words, just poor teaching. When you do have children who have legitimate neurological impairment, or a perceptual dysfunction, the etiology as a behavioral condition that is not within the realm of medical pathology is usually totally irrelevant to its treatment. However, we are so hung upon labels that we forget about treatment. We go through the whole diagnosis, send the child to a specialist, and then he comes back to the teacher. You are told, "OK, this is it." Now, what are you supposed to do? Knowing that a child needs a father figure, can make you sensitive to certain things; but knowing, how are you able to treat the fact that he cannot read? Dr. Cohen feels that the victims of dispedagogia can be treated and he has two ways, a "So-What" diagnosis and High Intensity Instruction. Dr. Cohen's approach is that the labels, the etiologies, are usually irrelevant to the treatment of behavioral disorders. Etiology is, of course, crucial to the research of prevention in the future, but you are faced right now with the kid in front of you. What are you going to do about it? This is Dr. Cohen's main approach. The term EBD is known as the "Etiology Be Dammed" approach. Unless you can clarify with "So-What", from here on it will be EBD. Now the EBD approach does not apply to prevention because etiology is crucial to behavioral research that is going to pay off in preventative

programs. But right now we are talking about educational programs. We are not talking about preventative programs. Dr. Cohen at no point feels that we should isolate the etiological condition variable and then say let it be dammed. Yes, if we can isolate it so that we can prevent it in the future, then it is important. However, to solve the reading problem in children, etiology is totally irrelevant. He feels that there really is a case that dispedagogia exists as the Mary Osteen Study that took place in 1963 showed. She found in general that reading instruction is weak all over the country.

In the 60's were their many first grade studies, and in particular the Albert Harris project demonstrated the existence of dispedagogia. He found what most researchers actually predicted what he would find. Harris used various reading programs in various classes, no program was supposedly better than another program. It was found that even with the same program within the school, the program achievement did not depend on the program per se, even using similar programs. Let's take some of the studies that are usually done. One class is working on a very strong phonic oriented project, another one is using ITA, another one is using a particular linguistics, another one is using a particular basal program. This was true across New York City with different schools using the same programs and within the same schools using different programs. This also included the classes of the emotionally disturbed. They did find that there was <u>one</u> variable that was most important when children were learning--Do you have any idea what it was? The amount of time spent teaching reading had a very high correlation with how much the children learned. In other words, the

more time spent, the more they learned. Of course, millions of dollars were spent to find this out. Therefore, when people say that I'm going to use a linguistic method, or an ITA method, or a method that is going to teach the perceptually handicapped--you're not using a method, you are using a program.

It is what you do with that program. It's the dispedagogia and not the program itself, that matters. So that the two variables; the successful teacher (as defined in Harris' Study) was the one who tended to differentiate among her students, and differentiate the reading instruction. In other words, she tended to individualize the instruction more so than the teachers who were not as successful. When a teacher differentiates, when she was getting the best results, she was really individualizing. Now, most of us and most of our teachers are still grouping. Yes, I believe in individualization, but how do I group for individualization. And this is true. OK, so we are going to group them homogeneously. This is a homogeneous fifth grade class--and here is a battery of subtest groups, homogeneous right now. Supposedly a fifth grade. The reading scores in this group of the kids goes from 4.6 to 5.6--that's what you are going to end up with--that's the total reading score. Now, let's take a good look at what goes on inside that group. Because, now you have a comprehension score; look where it goes -- from about 2.5 to past 11.0 almost a nine year spread in a homogeneous group. In directed reading, you have close to a five year spread; and in rate, it goes beyond that. You have from the beginning reading all the way up to the top level. In other words, these are kids who supposedly should be treated the same way, yet they differ at this range.

WHAT MEASURE WAS USED TO DECIDE THEY WERE HOMOGENEOUS IN THE FIRST PLACE? The Metropolitan, standardized tests; the teacher gets the average score that he is within 4.6 or 5.6, let's say, of the kids who were in that range. So, those kids are grouped together and treated as if they are the same; whereas, if you look at the subtests, their skills are so diverse that they shouldn't treat them the same even if there are three of them. They should treat them individually.

There is another one that shows this even more drastically between two groups; like the vultures, the lowest group and the robins, another group. The canaries, which are the top group, had a comprehension mean score of 6.2; and here's your curve for the vultures with a mean comprehension score of 3.1. Look at the overlap between these two groups. 15% of the vultures did better than 50% of the canaries in each subject. However, people still prefer to stay back with the groupings, and not look at what each individual child is doing. So, the emphasis that comes out of these studies is differentiated instruction time. Dr. Cohen felt that in all the studies, teachers were considered the important variable. But what happens when we want to consider a teacher; in other words, what does a teacher do? It was felt that focusing observation on the successful classroom was wrong. The focus was always on the teacher. The teacher was watched for everything she did. It should be very important to concentrate on the students; watch what the students are doing. In other words, if there is a prescribed learning process, what percentage of the students are taking part in the learning procedure. What percentage are participating, what kid is not doing anything? What

percentage of the time during the hour, or 45 minutes, does he actually take part? They felt that time perhaps is one of the most important elements. As a result of this, they did develop what they call the taxonomy of instructional treatments, and out of this developed a whole observation scheme.

Now, if you are going to take a taxonomy of individual instruction, the whole focus is going to be on the child, regardless if the teacher is up there talking 85% of the time, and the child is sitting there for that particular period of time. That's what we'll observe. If someone wants to call that learning, then that's OK. With this taxonomy, let's define what it is we want kids to do when they are going to learn reading. What are the reading skills and subskills that each child is learning, what level is the child operating at? What channel of communication input is he using and through what communication channel is he responding? We'll have to look at what kind of media are delivering the stimuli, the learning strategy utilized by the learner. What kind of grouping is going on in there. Now it sounds like alot to look at, but it really isn't. You're really getting down to operationally defining what is going on inside of a classroom.

Dr. Cohen and Dr. Tannenbuam decided on three divisions for these types of skills that we have in reading. As Dr. Cohen said, the reason there are three is just because they decided on three; there is no research of particulars. It's just a catagorical decision. If you wanted to have ten, fine; but they decided upon three. This of course would be divided into basic skills: word attack, comprehension,

and study skills. These would be the context of the lesson. Then, word attack was broken down even further into sub-skills, consonant, vowel structure, etc. And then the subsequential level and they decided on easy, average, and difficult or ungradeable. By the way, that's an important level, because that totally eliminates the child reading at 3.2 level. The material is either going to be for the non-reader or is going to be for the child who is just breaking the code and is beginning to read what he can read. Then, they divided comprehension into seven basic sub-skills: detailed, main items, sequence, relation, follow-the directions, etc. Now to study skills: dictionaries, maps, graphs, contents, classifying, etc. That would be the contents of the lesson. That's what a kid is working on. Now, there are all kinds of ways he receives the stimulus of the lesson, and that they call a channel of communication. There is a communication input which of course is auditory or visual. Then, there is the communication output. There are certain things a kid does. Sometimes a kid just sitting there learns alot. We don't know what is going on in that black box. We have no way of knowing. The kid could be reading aloud, answering another child if he is working with someone, or working with the teacher. So, it could be oral, or writing, etc. The last one, of course, is the important one in terms of the teacher. This is strategy. What technique...what has been decided upon, to help the child. You have instructional media like the visual projector, and auditory recorders, a skill-drill text, games, ball playing, books, a teacher. Then, of course, there is instructional strategy. There is playing and competiton, puzzles, tests and responses, exploration, or program response,

or creative problem solving. Then, there is the type of grouping that is being used. A teacher with a large group or a teacher with a small group; a teacher with an individual student, or a tutor, students in a small group, student large groups, student teams. There are all kinds of ways that a kid could be placed into this whole learning situation - such as one-to-one using children as teachers working with other children. This has been developed in many of the school districts that we have been working with. Later, we will come to setting up individualized instruction in skill centers. We have found that if the children are involved in planning what they are going to do, they become involved in what they are doing. Because, usually if an observer walks in, the teacher acknowledges the observer, and stops her instruction. This way, your material is doing the instruction; it doesn't matter if the teacher stops and acknowledges the observer, because the children are still learning. Because they are all over the room and each one is working on individual things, they continue working.

Out of the Tannenbaum-Cohen observation scheme, they came to the conclusion that most of the classrooms operate at a very low efficiency. That real instruction has to be systematic, that a skill-center will do. That might sound like a big mouthful, but what it means is organizing of the materials and motivators. We will talk about motivators in a minute. We have worked on the assumption that because we teach, children learn. In reality, this is not true; a lot of children do not receive. This doesn't mean that the teacher does not put out. But the children do not receive intensive instruction in letters and

in words. They are exposed to them--and there is a pedagogical universe that exists between simple exposure and systematic contingency management, which we are going to consider the key to learning. Dr. Cohen feels that generally this dispedagogia is what kids get in school.

WOULD YOU DEFINE AS YOU ARE TALKING WHAT YOU MEAN BY CONTINGENCY AND EFFICIENCY? Well, efficiency is using the time to the best advantage and would mean, in this case, that the child is participating in a learning experience as much as possible--that the more participation the higher intensity of learning. The efficiency is that you diagram kids at what rate, at what content, he is; and you give him the materials and the tests and the stimuli. In other words, the learning materials at levels, contents, and rate he needs. So that you are with him efficiently, in a sense; that he isn't just sitting there waiting to learn something that comes up that he didn't already know, or that unless he is at a point in a group where they are doing something that he doesn't know, he is wasting his time. So, it is a combination of the stimulus, the efficient use of materials that prevent the kid from wasting his time. I guess an example of this, for all of you who are working with children who have learning disabilities of some sort, would be Frostig materials for visual perceptual training. Well, if we want to teach a child how to use the Frostig materials, the very best thing that you can do is to teach the Frostig materials. And if that is our objective, then we will do an intensive use of the Frostig materials; and the efficiency will be that they will learn to do the tests defined on these materials. If that is our goal. If our objective is to teach letter discrimination, using the Frostig

materials, it is not going to teach letter discrimination. And this is what I am talking about when I say efficiency. There are many materials that are peripheral materials. Let's take a look and see what they really do. If they are not what we want, then do not use them. There has been a tremendous input of Frostig materials in many schools. But has there been correlation between training on the Frostig and improvement in reading? So, we really have to understand, why are we using it? Is this what we want to do, or do we want to teach the children how to read? It's like finding the shortest distance between two points. If we want to teach children how to read, it would seem that he should have a book; and a book that is really a book, and not just a text, but a book that means something you read for fun.

So, perhaps from the very beginning, he should deal with simple comprehension tests, and have a book to read. A place in a room where there are a lot of books that are attractive and he knows that this is what they are for. So, if we itemize it so completely, no connection is made between learning the sounds or putting together these letters with a book, we are completely defeating our purpose. The efficient way then is for them to get a book. Yet, if you take a lot of your perceptual dysfunctioning and we are concerned about a diagnosis, what we are leading to, of course, is the So-What diagnosis.

We have many diagnostic instruments and the child may be given a Bender or a Frostig, and he goes through all kinds of diagnostic procedures, what do we end up with? What do we know about the child? That he did very poorly on the Bender, that his maturation rate is low, that we will have to build his visual perceptual skills?

Now, we get to the So-What diagnosis and this part of all of our clinical training. We are not allowed to write a diagnosis for a child that does not include so-what. No matter what the skill is that the child lacks. When we define this skill, that simply means that we draw it out; we must put down the materials that will remediate that skill, or else so-what. Unless I tell you how to do it and have those materials available, I haven't done the second part of the diagnosis which is prescription. So, you see the difference between this and classical diagnosis.

There was an interesting study by Dr. Zapf and Dr. Kaufman who went into the Bedford-Styvesant area in a very deprived area and gave the Bender individually to 50 children; and they found what everyone else had found. Yes, children in deprived areas have a far lower perceptual functioning. They have a far higher level of dysfunctioning. Then, they went to Scarsdale and gave the Bender to 50 children in that area. Of course, the children did much better; they showed a higher maturation growth which is exactly what you would expect. But they went back in two weeks into the Bedford-Styvesant area and gave the test to the children again. The children in the Bedford-Styvesant area did infinitely better after a period of two weeks on the Bender. These children's perception had improved fantastically. In Scarsdale, they had none; it remained close to the same.

KIRSHNER BODY ALPHABET

Figure 5.

EVALUATION

Monday Evening
May 3, 1971

Question 1

Rate the following aspects of the presentation:

a. Content

GOOD 29 FAIR 9 POOR 2

b. Organization of Material

GOOD 37 FAIR 3 POOR 0

c. Appropriateness of concepts and materials

GOOD 31 FAIR 6 POOR 3

d. Pacing, variety, timing

GOOD 34 FAIR 6 POOR 0

Question 2

Identify the most valuable aspects of the presentation:

- Pertinence of content ot institute topic
- Case studies
- Three areas of resistence to the learning process of the emotionally disturbed child
- Clarity - Presented case studies in enough detail so the listener could cautiously relate them to pupils he encounters
- Humility - Despite presenting evidences of success and progress with teachers and pupils there was a comforting atmosphere that all will not make gross progress and all problems cannot be magically eradicated
- The different techniques that were presented to remediate reading problems
- Much valuable information
- Creating an awareness of emotionality
- Presentation direct and to the point. Limited approach made it much more comprehensible and worthwhile
- Speech geared more to psychology than teaching

EVALUATION

Tuesday Session
May 4, 1971

Question 1

Rate the degree of application to classroom situations the day's presentation might offer:

GOOD 37

FAIR 3

POOR 2

Question 2

Identify the most valuable aspects of the presentations

- Ways to reinforce
- Ways to diagnose
- Remember individual differences always
- Examples
- Materials
- Ideas
- Practical activities for use in classroom
- Steps to take children through for learning process
- Emphasis on practical over theory
- Body Alphabet
- Emphasis on individually paced instruction
- Cut story technique
- Application of devices for group teaching without requiring vocal or written response.
- Vocabulary and dictionary skills teaching
- Value of graphing individual progress
- Relationship between diagnostic procedures and choice of remedial procedures
- Creative approach - the questioning and re-evaluation of old concepts
- Information about publications available
- Ideas for teacher made materials
- How to reach all levels of instruction for each child in the group

EVALUATION

Wednesday Session
May 5, 1971

Question 1

Rate the degree of application to classroom situations the day's presentation might offer:

GOOD 35 FAIR 9 POOR 1

Question 2

Rate the effectiveness of the group sessions:

GOOD 21 FAIR 9 POOR 1

Question 3

Evaluate the entire Institute:

Content:

GOOD 23 FAIR 7 POOR 0

Practicality:

GOOD 21 FAIR 9 POOR 1

Question 4

Identify the most helpful aspect of the Institute:

- Giving us the opportunity to get away from the confines of the classroom and take a fresh look at ourselves and our situations
- What teacher can do rather than how to diagnose
- Securing speakers who have research and background to relate to teachers reliable information and education
- Good suggestions for implementing an individualized approach to reading instruction
- Definite ways to handle child

Wednesday Session Evaluation
May 5, 1971

Question 4 continued

- Techniques and suggestions for making materials to teach various skills. Ideas on diagnosing various behavioral objectives
- Role switching
- Materials innovations, etc.
- More relevant trends
- Diagnosis should be prescriptive
- Suggestions refining individual instruction, review of materials to use, encouragement
- Good for re-confirming beliefs already held and excellent for practical ideas
- Expecially liked the size of the group
- Demonstrations of practical approaches
- The degree of application of the programs presented
- Practical suggestions
- Meeting and talking to people from other areas
- Stimulate motivation for change and practical applications
- Practical application ideas for the classroom to motivate the resistant reader
- Ideas for teaching that were involved in kinesthetic learning (not strictly visual)

Question 5

Identify suggestions to improve further Institutes of this nature:

- Involve institute participants in activities which carry out suggestions and recommendations of speakers.
- Concepts on modalities of learning were not developed enough, not enough depth to these new concepts, too much repetition
- Have consultants concern themselves with topics directly connected with the range of problems being experienced by the people attending the conference
- Less non-relevant ideas, personal anecdotes from speakers
- Dittos of transparencies
- Publicity was ineffective
- More practical suggestions for classroom use
- Hospitality was good
- Schedule smaller workshops of 5-6 teachers to discuss ideas and interpretations of various speakers during the program itself
- Demonstration of these practices using teachers as pupils with behavior problems to watch control methods used in an individualized program
- Arrangements for more regular classroom teachers to experience this institute
- Printed reading lists of books, relevant to speakers positions and practices - selected bibilography
- More complete presentations in the sense of printed matter
- Much more presentations on a practical level

Wednesday Session Evaluation

Question 5 continued

- List of conference participants
- Materials display
- Greater cross section of the state
- More discussion with the speakers
- Continue having speakers rather than discussion groups
- Provide a question box technique where written questions could be applied
- The wind-up could be a panel's listing of main phases or concepts for group to put into practice
- One period of cross section pupil age levels
- One period to divide age levels
- Copies of the outlines of the material presented
- More specific ideas to take back to the classroom
- Information on where diagnostic tests discussed could be obtained